

Student Questionnaire: Academic Program–All Students School Results

School: Notre DameCatholic SS (738115)

Board: Toronto Catholic District School Board (67059)

Attitudes Toward Mathematics

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	118		4 400		98 764	
1. Indicate the degree to which you agree or disagree with each of the following statements.						
a. I like mathematics.						
Strongly agree or agree	54	46%	2 329	53%	50 913	52%
Undecided	41	35%	1 078	24%	24 605	25%
Disagree or strongly disagree	23	19%	982	22%	23 043	23%
no response/ambiguous response	0	0%	11	<1%	203	<1%
b. I am good at mathematics.						
Strongly agree or agree	39	33%	1 995	45%	49 024	50%
Undecided	53	45%	1 519	35%	29 991	30%
Disagree or strongly disagree	26	22%	868	20%	19 450	20%
no response/ambiguous response	0	0%	18	<1%	299	<1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	90	76%	3 107	71%	69 703	71%
Undecided	21	18%	886	20%	18 689	19%
Disagree or strongly disagree	7	6%	389	9%	10 006	10%
no response/ambiguous response	0	0%	18	<1%	366	<1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	51	43%	1 798	41%	35 108	36%
Undecided	45	38%	1 430	32%	32 704	33%
Disagree or strongly disagree	22	19%	1 148	26%	30 560	31%
no response/ambiguous response	0	0%	24	1%	392	<1%

1. Numbers and percentages are based on the total number of students who completed a questionnaire.

2. Percentages may not add up to 100, due to rounding.

Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	118		4 400		98 764	
e. I need to keep taking mathematics for the kind of job I want after I leave school.						
Strongly agree or agree	60	51%	2 477	56%	54 717	55%
Undecided	36	31%	1 296	29%	29 962	30%
Disagree or strongly disagree	22	19%	604	14%	13 631	14%
no response/ambiguous response	0	0%	23	1%	454	<1%
f. Mathematics is boring.						
Strongly agree or agree	21	18%	1 174	27%	31 005	31%
Undecided	35	30%	1 252	28%	27 793	28%
Disagree or strongly disagree	62	53%	1 941	44%	39 364	40%
no response/ambiguous response	0	0%	33	1%	602	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	23	19%	1 075	24%	26 623	27%
Undecided	36	31%	1 350	31%	28 596	29%
Disagree or strongly disagree	59	50%	1 951	44%	43 010	44%
no response/ambiguous response	0	0%	24	1%	535	1%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	118		4 400		98 764	
2. Indicate how easy or hard you find mathematics questions that deal with the following.						
a. Number sense (e.g., operations with integers, rational numbers, exponents)						
Very easy or easy	89	75%	3 093	70%	66 218	67%
Undecided	21	18%	922	21%	21 620	22%
Hard or very hard	8	7%	352	8%	10 112	10%
no response/ambiguous response	0	0%	33	1%	814	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	67	57%	2 640	60%	59 158	60%
Undecided	25	21%	936	21%	20 381	21%
Hard or very hard	26	22%	798	18%	18 487	19%
no response/ambiguous response	0	0%	26	1%	738	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	57	48%	2 078	47%	47 683	48%
Undecided	36	31%	1 358	31%	28 744	29%
Hard or very hard	25	21%	929	21%	21 550	22%
no response/ambiguous response	0	0%	35	1%	787	1%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	69	58%	1 903	43%	40 227	41%
Undecided	32	27%	1 140	26%	25 381	26%
Hard or very hard	17	14%	1 318	30%	32 310	33%
no response/ambiguous response	0	0%	39	1%	846	1%
e. Measurement (e.g., perimeter, surface area, volume)						
Very easy or easy	90	76%	3 292	75%	74 375	75%
Undecided	15	13%	736	17%	15 853	16%
Hard or very hard	13	11%	327	7%	7 550	8%
no response/ambiguous response	0	0%	45	1%	986	1%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–All Students

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	118		4 400		98 764	
	#	% ²	#	% ²	#	% ²
f. Geometry (e.g., angles, quadrilaterals)						
Very easy or easy	72	61%	2 637	60%	62 616	63%
Undecided	26	22%	1 119	25%	22 566	23%
Hard or very hard	20	17%	596	14%	12 602	13%
no response/ambiguous response	0	0%	48	1%	980	1%

1. Numbers and percentages are based on the total number of students who completed a questionnaire.

2. Percentages may not add up to 100, due to rounding.

Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–All Students

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	62	53%	2 144	49%	51 664	52%
No	56	47%	2 204	50%	46 122	47%
no response/ambiguous response	0	0%	52	1%	978	1%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	108	92%	3 789	86%	84 567	86%
No	10	8%	562	13%	13 246	13%
no response/ambiguous response	0	0%	49	1%	951	1%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	21	18%	662	15%	8 406	9%
No	97	82%	3 681	84%	89 175	90%
no response/ambiguous response	0	0%	57	1%	1 183	1%
4a. How much time to you <i>usually</i> spend on mathematics homework (in or out of school) on any given day?						
I usually spend <i>more than 45 minutes</i> on mathematics homework.	51	43%	1 201	27%	22 013	22%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	48	41%	1 694	38%	35 594	36%
I usually spend <i>30 minutes or less</i> on mathematics homework.	19	16%	1 358	31%	37 219	38%
I am not usually assigned any mathematics homework.	0	0%	83	2%	2 689	3%
no response/ambiguous response	0	0%	64	1%	1 249	1%
b. How often do you complete all of your mathematics homework?						
Never or seldom	4	3%	469	11%	11 626	12%
Sometimes	26	22%	1 160	26%	23 060	23%
Often or always	88	75%	2 705	61%	62 775	64%
no response/ambiguous response	0	0%	66	2%	1 303	1%

1. Numbers and percentages are based on the total number of students who completed a questionnaire.

2. Percentages may not add up to 100, due to rounding.

Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	118		4 400		98 764	
	#	% ²	#	% ²	#	% ²
5. What languages do you speak at home?						
Only or mostly English	88	75%	2 775	63%	75 675	77%
Another language (or languages) as often as English	21	18%	967	22%	13 200	13%
Mostly or only another language (or other languages)	9	8%	592	13%	8 522	9%
no response/ambiguous response	0	0%	66	2%	1 367	1%
6. How old are you?						
13 years or younger	0	0%	24	1%	839	1%
14 years	89	75%	2 786	63%	64 324	65%
15 years	29	25%	1 486	34%	31 232	32%
16 years or older	0	0%	36	1%	1 046	1%
no response/ambiguous response	0	0%	68	2%	1 323	1%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	26	22%	843	19%	14 229	14%
One to four times	77	65%	2 480	56%	58 048	59%
Five to nine times	12	10%	717	16%	18 021	18%
10 or more times	2	2%	282	6%	7 035	7%
no response/ambiguous response	1	1%	78	2%	1 431	1%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	73	62%	2 158	49%	45 139	46%
One to four times	38	32%	1 565	36%	38 103	39%
Five to nine times	2	2%	358	8%	8 568	9%
10 or more times	5	4%	243	6%	5 493	6%
no response/ambiguous response	0	0%	76	2%	1 461	1%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–All Students

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	#	% ²	#	% ²	#	% ²
	118		4 400		98 764	
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	63	53%	1 802	41%	27 575	28%
Two schools	32	27%	1 382	31%	34 973	35%
Three schools	12	10%	639	15%	18 970	19%
Four schools	4	3%	284	6%	8 460	9%
Five schools or more	7	6%	221	5%	7 298	7%
no response/ambiguous response	0	0%	72	2%	1 488	2%

1. Numbers and percentages are based on the total number of students who completed a questionnaire.

2. Percentages may not add up to 100, due to rounding.

Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	118		4 400		98 764	
	Female 118 % ²	Male N/D % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
1. Indicate the degree to which you agree or disagree with each of the following statements.						
a. I like mathematics.						
Strongly agree or agree	46%	N/D	49%	58%	47%	57%
Undecided	35%	N/D	25%	23%	27%	23%
Disagree or strongly disagree	19%	N/D	26%	18%	27%	20%
no response/ambiguous response	0%	N/D	<1%	<1%	<1%	<1%
b. I am good at mathematics.						
Strongly agree or agree	33%	N/D	38%	54%	43%	57%
Undecided	45%	N/D	38%	30%	33%	28%
Disagree or strongly disagree	22%	N/D	24%	15%	24%	15%
no response/ambiguous response	0%	N/D	<1%	1%	<1%	<1%
c. I understand most of the mathematics I am taught.						
Strongly agree or agree	76%	N/D	69%	73%	67%	74%
Undecided	18%	N/D	21%	19%	21%	17%
Disagree or strongly disagree	6%	N/D	10%	8%	12%	8%
no response/ambiguous response	0%	N/D	<1%	1%	<1%	<1%
d. The mathematics I learn now is very useful for everyday life.						
Strongly agree or agree	43%	N/D	40%	42%	33%	39%
Undecided	38%	N/D	34%	31%	36%	30%
Disagree or strongly disagree	19%	N/D	26%	26%	32%	30%
no response/ambiguous response	0%	N/D	<1%	1%	<1%	<1%
e. I need to keep taking mathematics for the kind of job I want after I leave school.						
Strongly agree or agree	51%	N/D	54%	59%	53%	58%
Undecided	31%	N/D	31%	27%	32%	29%
Disagree or strongly disagree	19%	N/D	15%	12%	15%	13%
no response/ambiguous response	0%	N/D	<1%	1%	<1%	1%

1. Numbers and percentages are based on the total number of students who completed a questionnaire and for whom gender data were available.

2. Percentages may not add up to 100, due to rounding.

Note: N/R "Not reported" indicates that the number of students responding to the questionnaire is so small (fewer than six in a group) that identification of individual results might be possible; therefore, results are not reported.

N/D "No data available" is used to indicate that there were no students for the group specified.

Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 118 % ²	Male N/D % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
f. Mathematics is boring.						
Strongly agree or agree	18%	N/D	26%	27%	31%	32%
Undecided	30%	N/D	28%	29%	29%	28%
Disagree or strongly disagree	53%	N/D	45%	43%	40%	40%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%
g. Mathematics is an easy subject.						
Strongly agree or agree	19%	N/D	20%	30%	22%	32%
Undecided	31%	N/D	31%	30%	29%	29%
Disagree or strongly disagree	50%	N/D	49%	39%	49%	38%
no response/ambiguous response	0%	N/D	<1%	1%	<1%	1%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 118 % ²	Male N/D % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
2. Indicate how easy or hard you find mathematics questions that deal with the following.						
a. Number sense (e.g., operations with integers, rational numbers, exponents)						
Very easy or easy	75%	N/D	67%	74%	64%	70%
Undecided	18%	N/D	23%	19%	24%	20%
Hard or very hard	7%	N/D	10%	6%	12%	9%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%
b. Algebra (e.g., solving equations, simplifying expressions with polynomials)						
Very easy or easy	57%	N/D	61%	58%	61%	59%
Undecided	21%	N/D	21%	22%	20%	21%
Hard or very hard	22%	N/D	18%	19%	19%	19%
no response/ambiguous response	0%	N/D	<1%	1%	1%	1%
c. Linear relations (e.g., scatter plots, lines of best fit)						
Very easy or easy	48%	N/D	46%	49%	45%	51%
Undecided	31%	N/D	31%	30%	30%	28%
Hard or very hard	21%	N/D	22%	19%	24%	20%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%
d. Analytic geometry (e.g., slope, y-intercept, equations of lines)						
Very easy or easy	58%	N/D	43%	44%	38%	44%
Undecided	27%	N/D	25%	27%	26%	25%
Hard or very hard	14%	N/D	32%	28%	35%	30%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%
e. Measurement (e.g., perimeter, surface area, volume)						
Very easy or easy	76%	N/D	74%	76%	73%	77%
Undecided	13%	N/D	17%	16%	17%	15%
Hard or very hard	11%	N/D	8%	7%	8%	7%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Attitudes Toward Mathematics

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 118 % ²	Male N/D % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
f. Geometry (e.g., angles, quadrilaterals)						
Very easy or easy	61%	N/D	58%	63%	60%	67%
Undecided	22%	N/D	26%	24%	24%	21%
Hard or very hard	17%	N/D	15%	12%	14%	11%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Background

Number of Respondents	School ¹		Board ¹		Province ¹	
	Female 118 % ²	Male N/D % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
3a. Do you have a computer <i>at home</i> that you use for mathematics school work?						
Yes	53%	N/D	48%	49%	54%	51%
No	47%	N/D	51%	50%	45%	48%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%
b. Do you have a scientific calculator <i>at home</i> that you use for mathematics school work?						
Yes	92%	N/D	89%	83%	88%	83%
No	8%	N/D	10%	16%	11%	16%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%
c. Do you have a graphing calculator <i>at home</i> that you use for mathematics school work?						
Yes	18%	N/D	16%	14%	8%	9%
No	82%	N/D	83%	85%	91%	90%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%
4a. How much time to you <i>usually</i> spend on mathematics homework (in or out of school) on any given day?						
I usually spend <i>more than 45 minutes</i> on mathematics homework.	43%	N/D	32%	22%	25%	19%
I usually spend <i>between 31 and 45 minutes</i> on mathematics homework.	41%	N/D	41%	36%	40%	32%
I usually spend <i>30 minutes or less</i> on mathematics homework.	16%	N/D	25%	38%	32%	44%
I am not usually assigned any mathematics homework.	0%	N/D	2%	2%	2%	4%
no response/ambiguous response	0%	N/D	1%	1%	1%	1%
b. How often do you complete all of your mathematics homework?						
Never or seldom	3%	N/D	9%	13%	9%	15%
Sometimes	22%	N/D	24%	29%	21%	25%
Often or always	75%	N/D	65%	57%	69%	58%
no response/ambiguous response	0%	N/D	1%	2%	1%	1%

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Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 118 % ²	Male N/D % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
	118		4 400		98 764	
5. What languages do you speak at home?						
Only or mostly English	75%	N/D	63%	63%	77%	76%
Another language (or languages) as often as English	18%	N/D	23%	21%	14%	13%
Mostly or only another language (or other languages)	8%	N/D	13%	14%	8%	10%
no response/ambiguous response	0%	N/D	1%	2%	1%	1%
6. How old are you?						
13 years or younger	0%	N/D	<1%	1%	1%	1%
14 years	75%	N/D	64%	63%	66%	64%
15 years	25%	N/D	34%	34%	31%	32%
16 years or older	0%	N/D	1%	1%	1%	1%
no response/ambiguous response	0%	N/D	1%	2%	1%	1%
7. How often have you been absent from your Grade 9 mathematics class this year?						
Never	22%	N/D	17%	22%	12%	17%
One to four times	65%	N/D	57%	55%	60%	58%
Five to nine times	10%	N/D	17%	15%	19%	17%
10 or more times	2%	N/D	7%	6%	7%	7%
no response/ambiguous response	1%	N/D	2%	2%	1%	2%
8. How often have you been late for your Grade 9 mathematics class this year?						
Never	62%	N/D	50%	48%	47%	45%
One to four times	32%	N/D	36%	36%	39%	38%
Five to nine times	2%	N/D	8%	9%	8%	9%
10 or more times	4%	N/D	5%	7%	5%	6%
no response/ambiguous response	0%	N/D	2%	2%	1%	2%

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N/D "No data available" is used to indicate that there were no students for the group specified.

Grade 9 Assessment of Mathematics, 2006–2007

Student Questionnaire: Academic Program–By Gender

Background

<i>Number of Respondents</i>	School ¹		Board ¹		Province ¹	
	Female 118 % ²	Male N/D % ²	Female 2 393 % ²	Male 2 007 % ²	Female 50 835 % ²	Male 47 929 % ²
9. How many elementary schools (kindergarten to Grade 8) did you attend?						
One school	53%	N/D	40%	42%	28%	28%
Two schools	27%	N/D	32%	31%	35%	35%
Three schools	10%	N/D	15%	14%	19%	19%
Four schools	3%	N/D	7%	6%	9%	8%
Five schools or more	6%	N/D	5%	5%	7%	7%
no response/ambiguous response	0%	N/D	2%	2%	1%	2%

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